R E P O R T R E S U M E S

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FEDERAL PROGRAMS TO IMPROVE MEXICAN-AMERICAN EDUCATION.

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THE MEXICAN AMERICAN AFFAIRS UNIT OF THE U. S. OFFICE OF EDUCATION IS PRIMARILY CONCERNED WITH THESE PROBLEMS--(1) ACADEMIC ACHIEVEMENT OF MEXICAN AMERICANS, (2) PROGRAMS TO RAISE THE EDUCATIONAL ACHIEVEMENT LEVEL, AND (3) UTILIZATION OF FEDERAL AID TO IMPROVE EDUCATIONAL OPPORTUNITIES OF MEXICAN AMERICANS. FEDERAL PROGRAMS WHICH CAN BE USED TO INCREASE EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICANS ARE INSTRUCTIONAL PROGRAMS SUPPORTED UNDER TITLES I AND III OF THE ESEA. INSTRUCTIONAL MATERIALS CAN BE OBTAINED THROUGH TITLE II OF ESEA AND TITLE III OF NDEA. INSTRUCTIONAL EQUIPMENT, NUTRITION AND HEALTH SERVICES, COUNSELING AND GUIDANCE SERVICES, TEACHERS, AND SCHOOL PERSONNEL TRAINING ARE AVAILABLE THROUGH VARIOUS TITLES OF ESEA AND NDEA WHILE VOCATIONAL EDUCATION TEACHERS AND FACILITIES ARE AVAILABLE THROUGH THE VOCATIONAL EDUCATION ACT. FEDERAL AID IS ALSO AVAILABLE TO PROGRAMS OF HIGHER EDUCATION AND ADULT EDUCATION. THE PAMPHLET CONCLUDES WITH A LISTING OF THE MEMBERS OF THE ADVISORY COMMITTEE ON MEXICAN AMERICAN EDUCATION WHICH WAS APPOINTED TO ADVISE THE U. S. COMMISSIONER OF EDUCATION AND THE MEXICAN AMERICAN AFFAIRS UNIT. (JS)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FEDERAL PROGRAMS

TO IMPROVE

MEXICAN-AMERICAN EDUCATION

U.S. Office of Education
Mexican-American Affairs Unit
Washington, D.C. 20202

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MEXICAN-AMERICAN AFFAIRS UNIT

The Mexican-American Affairs Unit of the U.S. Office of Education was established during mid-1967 to help coordinate and develop improved educational opportunities for approximately five million bi-cultural, bi-lingual Mexican-Americans.

The three primary problems with which it is concerned are:

1. Why is the academic achievement of many Mexican-Americans so far below the national average?

2. What can be done to raise the educational achievement level of Mexican-Americans?

3. How can Federal resources be used to help State and local agencies improve educational opportunities for Mexican-Americans?

A special Advisory Committee on Mexican-American Education has been appointed to advise the U.S. Commissioner of Education and the Mexican-American Affairs Unit on policies and programs designed to improve educational opportunities for all Mexican-Americans.

Members of the Advisory Committee include educators, community representatives, and business officials who have special interest in and understanding of the educational problems affecting the academic achievement of bi-cultural, bi-lingual Americans.

The staff of the Mexican-American Affairs Unit works with State Departments of Education, local educational agencies and Mexican-American organizations to assist in the development and coordination of programs designed to meet the educational needs of this segment of the population.

The unit's staff helps plan activities designed to use Federal aid-to-education programs to maximum effect in areas which have high

concentrations of Mexican-Americans. These programs are directed to making quality education available to all, regardless of their socio-economic circumstances. Federal assistance helps State and local education agencies provide early childhood programs for pre-school youngsters, compensatory education for elementary and secondary school pupils, financial assistance to college students, vocational training for children and adults, and supplementary training for teachers and other educational personnel.

Some of the Federal programs which can be used to increase educational opportunities for Mexican-Americans are outlined below.

ELEMENTARY AND SECONDARY EDUCATION

Instructional Programs: Compensatory programs to meet the special needs of economically and educationally deprived children are supported under Title I of the Elementary and Secondary Education Act (ESEA). Supplementary centers and services of an innovative or exemplary nature are supported under Title III of the same Act. To participate in the Title I aid program, local school districts must submit project plans to their State education agency for review and approval. Support for Title III activities is sought by local school districts on a competitive basis through application to the Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, U.S. Office of Education.

Instructional Materials: Materials ranging from textbooks to films and instructional tape recordings are provided to local school districts in accordance with State plans for administering Title II of ESEA and Title III of the National Defense Education Act (NDEA). Local school

districts should apply to their State education agency in accordance with State-established procedures. Specialized materials necessary for Title I ESEA projects may be developed with funds approved by the State for that purpose.

Instructional Equipment: Physcial equipment essential to the operation of Title I ESEA instructional programs may be obtained with Title I funds. Equipment requests should be included as part of the instructional program plans which local school districts submit to their State education agency.

Nutrition and Health Services: Food and medical services may be provided as part of Title I ESEA projects approved by the State education agency.

Counseling and Guidance Services: Schools may provide additional counseling and guidance services to students with Title I ESEA funds approved for that purpose by the State education agency. Local schools may be able to obtain State assistance for guidance and counseling activities through programs financed with Title V-A NDEA funds.

Teaching Personnel: Local school districts with large numbers of disadvantaged students may be able to obtain a Teacher Corps program by submitting a project proposal to the Teacher Corps, U.S. Office of Education, through their State education agency.

School Personnel Training: Teachers, supervisors, guidance counselors, vocational personnel, librarians, and prospective teachers may obtain additional training through programs conducted each year by institutions of higher education under various titles of NDEA, the Higher Education Act, the Vocational Education Act, and the National Foundation on the Arts

and the Humanities Act. Teachers, supervisors, and guidance counselors can obtain additional information from the Division of Educational Personnel Training. Prospective teachers should write the Division of Graduate Programs for additional information. Vocational personnel and librarians should write the Bureau of Adult, Vocational and Library Programs.

Vocational Instruction: Public schools can obtain assistance in improving vocational instruction from State boards for vocational education with funds provided under the Vocational Education Act.

Vocational Facilities: Funds for the construction or improvement of area vocational facilities are available to public secondary and post-secondary schools under the Vocational Education Act. Eligible schools should apply to State boards for vocational education.

HIGHER EDUCATION

Student Financial Aid: Students may obtain college work-study jobs, low interest loans on reasonable terms, or grants under the Higher Education Act or Title II NDEA. Student applications should be made to participating institutions. College or vocational students may also be eligible for loans under the Guaranteed Loan Program from lending institutions. Additional information is available from the Division of Student Financial Aid, U.S. Office of Education.

ADULT EDUCATION

Instructional Programs: Training for job skills and adult literacy can be supported under the Manpower Development and Training Act and the Adult Education Act. Manpower training aid can be obtained by local

school authorities from the State board for vocational education or the Division of Manpower Development and Training, U.S. Office of Education. Adult basic education assistance can be obtained by schools from State education agencies and, in some cases, from the Division of Adult Education Programs, U.S. Office of Education.

Many other Federal programs administered by the Department of Health, Education, and Welfare, the Department of Labor, and the Office of Economic Opportunity also are available to assist with various education and training needs of Mexican-Americans.

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